

# SOCIAL SCIENCE

## The Earth : Our Habitat

TEXTBOOK IN GEOGRAPHY FOR CLASS VI



0656



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**First Edition***February 2006 Phalgun 1927***Reprint***December 2006 Pausa 1928**November 2007 Kartika 1929**January 2009 Pausa 1930**December 2009 Agrahayana 1931**November 2010 Kartika 1932**February 2012 Phalgun 1933**November 2012 Kartika 1934**November 2013 Kartika 1935**December 2015 Agrahayana 1937**December 2016 Agrahayana 1938**December 2017 Agrahayana 1939**February 2019 Magha 1940**August 2019 Bhadrapada 1941**January 2021 Pausa 1942**August 2021 Shrawana 1943**November 2021 Agrahayana 1943***PD 600T RSP****© National Council of Educational  
Research and Training, 2006****₹ 55.00***Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division by the  
Secretary, National Council of Educational  
Research and Training, Sri Aurobindo Marg,  
New Delhi 110 016 and printed at Aravali  
Printers & Publishers (P) Ltd., A-129, Okhla  
Industrial Area, Phase-II, New Delhi-110 020

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## FOREWORD

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this efforts depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in Social Sciences, Professor Hari Vasudevan and the Chief Advisor for this book, Vibha Parthasarathi for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi  
20 December 2005

*Director*  
National Council of Educational  
Research and Training

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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## ACKNOWLEDGEMENTS

The National Council of Educational Research and Training acknowledges the valuable contributions of the following participants in finalising this book : Sudeshna Bhattacharya, *Reader*, Miranda House, University of Delhi, Delhi; Poonam Behari, *Reader*, Miranda House, University of Delhi, Delhi; Vyasraj T. Ambekar, *Incharge Headmaster*, SVM High School, Tilakwadi, Belgaum; Seema Agnihotri, *Lecturer*, Management Education and Research Institute, I.P. University, New Delhi; Daulat Patel, *Teacher (Retd.)*, Sardar Patel Vidyalaya, New Delhi; Samita Dasgupta, *PGT (Geography)*, Anandalaya, Anand, Gujarat.

The Council is thankful to the Survey of India for certification of maps given in the textbook. It also gratefully acknowledges the support of individuals and organisations as listed below for providing various photographs, and other materials such as articles and paintings used in this textbook —

M.H. Qureshi, *Professor*, JNU, New Delhi (Photograph No. 9 on page 45); Praveen Mishra (Fig. 8.3); Science Popularisation Association of Communications and Educators (SPACE), New Delhi (Fig. 1.6); Photo Division, Ministry of Information and Broadcasting, Govt. of India (Agricultural Field – Cover page); Ministry of Environment and Forests Govt. of India (Figs. 8.1 and 8.5), (Stork – A migratory bird); ITDC/Ministry of Tourism, Govt. of India, (Figs. 5.5, 6.5, 6.6 and 6.7), (Photographs Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 10 on Page Nos. 44 and 45); (Tiger– Cover page and page 63); (Himalayas – cover page and page 30 and 40); (Fig. 8.7), (Waterfalls on page 39), (Skiing on page 42), (Deer on page 56); *The Times of India*, New Delhi (Fig. 8.4); (Collage on Project Tiger on Page 63); Prakash Higher Secondary School, Bodakdev, Ahmedabad (Poem and paintings related to the Tsunami on page 52 and 53); Social Science, Part-II, Class-VI, NCERT, 2005 (Fig. 1.3); Social Science, Part-II, Class-VIII, NCERT, 2005 (Fig. 6.8 and Fig. 8.2).

Special thanks are due to Savita Sinha, *Professor and Head*, Department of Education in Social Sciences and Humanities, NCERT, New Delhi for her support.

Special thanks are due to Shveta Uppal, *Chief Editor*, NCERT and Vandana R. Singh, *Consultant Editor*, for going through the manuscript and suggesting relevant changes.

The Council also gratefully acknowledges the contributions of Ishwar Singh *DTP Operator*; Sameer Khatana and Amar Kumar Prusty, *Copy Editors*; Bharat Sanwaria and Dilip Kumar Agasti, *Proof Readers*; Dinesh Kumar, *Incharge*, Computer Station for giving a final shape to this book. The contribution of the Publication Department in bringing out this book is also duly acknowledged.

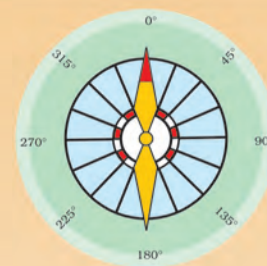
### **The following are applicable to all the maps of India used in this book**

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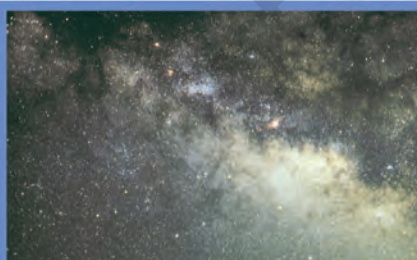
1. The responsibility for the correctness of internal details rests with the publisher.
2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
3. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
4. The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the "North-Eastern Areas (Reorganisation) Act.1971," but have yet to be verified.
5. The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India.
6. The state boundaries between Uttaranchal & Uttar Pradesh, Bihar & Jharkhand and Chhattisgarh & Madhya Pradesh have not been verified by the Governments concerned.
7. The spellings of names in this map, have been taken from various sources.



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## Our National Anthem

*Jana-gana-mana adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarat-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha asisa mage,  
Gahe tava jaya gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya jaya jaya, jaya he!*

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the national anthem of India on 24 January 1950.